

## Course Syllabus

<b>Course:</b>	<b>EDZU 9285 Encouraging Reading at Home: Going Beyond the Reading Log</b>
<b>Credit Hours:</b>	3.0 credits / 45 hours
<b>Instructor:</b>	Jennifer Sierzputowski and Lisa Seligson

### Course Description

As educators, we all know the importance of our students reading outside of our classrooms on a daily basis and share a common goal of creating life-long pleasure readers. Assigning reading logs to monitor this reading at home has been a common practice among classrooms for decades. This course will encourage classroom teachers to evaluate the usefulness of reading logs and reflect on their current practices. It is designed to help classroom teachers to encourage their students to read at home. We will explore ways to motivate students and help parents to support their children when reading. This will help students to develop a love for reading; the benefits of which will be far reaching, both across the curriculum areas and as members of society. This course is geared to K-8 grade levels.

### Course Goals

#### To Know

1. The benefits of reading at home everyday.
2. Ways to cultivate a love of reading.
3. Available online resources to support parents and students.

#### To Understand

1. How to initiate a book club.
2. The long-term effects of students skipping reading assignments.
3. The role of reading logs and its effects on readers .

#### and To Be Able To

1. Create tip sheets for parents to help choose appropriate books with their children.
2. Provide suggestions to parents on how to support their children while reading.
3. Recommend different types of technology to encourage reading.
4. Advise parents on meaningful activities to encourage reading over the summer.

## **Course Outline**

### Unit One- Importance of Reading at Home

- A. Long-term Effects of Skipping Reading Over Time
- B. Benefits of Reading at Home

### Unit Two- Using Technology to Motivate Readers

- A. Analyzing Online Reading Resources
- B. Evaluating Apps

### Unit Three- Helping Students and Parents to Choose Books

- A. How to Select Just Right Books using the Five Finger Rule
- B. Choosing Appropriate Reading Material using the P.I.C.K method

### Unit 4- Monitoring Reading

- A. Evaluating Reading Logs
- B. Creating Reading Logs
- C. Selecting Reading Rewards

### Unit 5- Encouraging Readers

- A. Initiating and Implementing Book Clubs
- B. Ways to Motivate Readers
- C. Cultivating a Love for Reading

### Unit 6- Keeping Students Reading Over Summer Vacation

- A. Strategies for Encouraging Reading and Preventing Regression

## **Methods of Instruction**

Teachers enrolled in this course will examine a variety of resources. They will communicate with other educators through forums to share their thoughts and experiences. This will allow them to gain insight into the best practices for encouraging reading at home. They will complete assignments that assess their understanding of the material being presented. Teachers will create their own materials that can be distributed in their classroom with parents and students.

*Students will connect with each other throughout the course within forums and various other types of online feedback options built into each class.*

## Methods of Assessment

*In order to earn an A in class, a student must complete all of the assigned readings and assignments, participate in all discussion forums and complete all of the tasks. In addition, students must create TWO hand-outs or power-point presentations, one to be created for parents and one to be created for students.*

*In order to earn a B in class, a student must complete all of the assigned readings and assignments, participate in all discussion forums and complete all of the tasks. In addition, students must create ONE hand-out or power-point presentation, to be created for EITHER parents OR students.*

*Instructors are online each day of the course and correspond with students through the course itself, feedback on assignments, e-mail, and by phone.*

## Time Validation

<b>Assignment</b>	<b>Time (in hours)</b>
Introductory Documents (Course Description, About the Instructors, Course Explanation, Teacher Expectations)	<b>1.00</b>
Forum 1- Introduction of all course participants.	<b>1.00</b>
Unit 1 (Assignment 1)- Review an educational pamphlet on the importance of reading aloud to children at home and answer questions based on the information presented in the pamphlet.	<b>2.00</b>
Unit 1 (Assignment 2)- After reviewing an article on the benefits of reading aloud to <i>older</i> students, participants will discuss the advantages presented in the article and the factors that make reading aloud difficult to implement.	<b>1.00</b>
Unit 1 (Forum 2)- After reading two articles (the first documenting the long term effects of skipping assigned reading and the second presenting ten benefits of reading every day), participants will discuss what they view to be the greatest benefit of daily reading to both themselves and to their students.	<b>3.00</b>
Participants will review extra resources that could be potentially used as helpful hand-outs to assist parents in understanding the importance of reading outside of the classroom.	<b>1.00</b>
Unit 2 (Assignment 3)- After reading about a variety of free reading websites available to teachers and parents, participants will explore two of the suggested websites in greater depth and write a review of each.	<b>4.00</b>

Unit 2 (Forum 3)- Participants will read an article about available "apps" that are used to motivate reluctant readers and explore additional "apps" on their own. Participants will then share their findings of worthwhile "apps" with their colleagues in this forum.	<b>3.00</b>
Unit 3 (Assignment 4)- Participants will review two articles for assisting parents with strategies for selecting "just right books." Participants will then research other ideas and use personal experiences to create a tip sheet for parents.	<b>4.00</b>
Unit 3 (Assignment 5)- Participants will compile book recommendations for reading at home.	<b>2.00</b>
Unit 3 (Assignment 6)- After reading about the purpose of book talks, participants will select one that is appropriate for their students to view. Participants will then reflect on the book talk and discuss whether or not it was successful in gaining the interest of their students.	<b>2.00</b>
Unit 4 (Assignment 7)- Participants will complete a survey on their current use of reading logs.	<b>1.00</b>
Unit 4 (Assignment 8)- Participants will read various articles about the use of reading logs and their effectiveness and answer questions based on the assigned readings.	<b>4.00</b>
Unit 4 (Assignment 9)- Participants will locate and analyze sample reading logs. Then, participants will create reading logs that would be most effective for use in their own classrooms.	<b>3.00</b>
Unit 4 (Forum 4)- Participants will share their opinion on reading logs and discuss whether or not the articles presented in this unit changed their views on the usefulness of these logs.	<b>2.00</b>
Participants will review extra resources documenting ways in which to make reading logs more enjoyable.	<b>1.00</b>
Unit 5 (Assignment 10)- Participants will review two articles that provide tips from educators to help students develop a love for reading. After reading both articles, the participants will summarize five of their favorite suggestions from the assigned readings.	<b>3.00</b>
Unit 5 (Assignment 11)- Participants will read two informational passages on how to start a book club and then create their own "tip sheet" to be given to parents documenting the necessary steps for implementing a book club and the ways in which they can make it a motivating experience.	<b>4.00</b>
Unit 6 (Forum 5)- Participants will share ideas they have implemented in the past to	<b>1.00</b>

keep their students reading over the summer and if these efforts proved successful.

Unit 6 (Assignment 12)- Participants will read two articles discussing the importance of continuing to read over the summer and ways to encourage students to do so. Participants will then summarize three of the provided suggestions. **2.00**

**\*\*Graduate Assignment-** To earn an A in this course, participants will create TWO PowerPoint presentations or TWO hand-outs, one for parents and one for students. To earn a B in this course, participants will create a PowerPoint presentation or a hand-out for EITHER parents or students. These presentations/hand-outs will synthesize the information gained from this course. **N/A**

**Total Time** **45.00**